Carrie Long

NBCT Music Ed.

Lesson 3: Storm Dance: K Spotlight on Music pg 145 (Can be used w/ multiple grade levels. K-2)

Loud/Soft, Rhythm, instrument playing, science/weather, singing, listening.

Week 1:

* Ask children to think about a thunder storm and the sounds they hear during the storm. What sounds do you hear?
* Play the recording of Storm Dance. Did you hear any sounds that remind you of a storm?
* What happens to the volume of the music? When is it loud? Soft?
* Listen again for some descriptive words. What words are used to make the piece sound like a storm? (drip-drop, boom, whoosh, pitter-patter, crash, etc.)
* What are some movements we could do for those descriptive words? EX: drip-drop= snaps, pitter-patter= pats, boom= stomp, crash=clap. Perform with body percussion.
* Discuss what instruments you might use to create sounds to accompany the piece. EX: rain sticks, drums, boom whackers with different pitches for rain drops, cymbals, wave drum for wind= whoosh.

**Option 1**: Perform the piece as a class. Each section takes a different instrument for a corresponding phrase. EX: drip, drop…..on the window pane= rain sticks, pitter-patter…..starts to rain= maracas, whoosh the wind……wave drums, Boom the thunder…hand drums

**Option 2:** Divide into small groups. Allow children time to create their own movement and instrumental accompaniment for the speech piece. Provide scarves/streamers for the movers. Children may decide which role they would like to take according to their comfort / ability level. Provide performance time for each group to share their creation with their class. (\*Children who are wheelchair bound with limited movement ability, can be paired with another student who can push them around like the wind using the scarves or streamers. They may also choose to use the wave drum since it makes sound easily.)

**Extension for Option 1:**  After the class has performed Storm Dance *together* as a class, divide the students up into small groups. Give each group a rain poem and follow Option 2. EX: ***Downpour*** by Eve Merriam pg 51, ***Ducks in the Rain*** by James S. Tippett pg 235, ***Galoshes*** by Rhoda Bacmeister pg 63, ***It Rains, It Pours***, by Arnold Lobel pg 243 (\*Advanced classes may choose to make their own poem.)

Week 2:

* Read It’s Raining, It’s Pouring by Kin Eagle. Ask the children what types of weather they heard/saw in the story.
* Have a visual of the verses contained in the book. Divide the class into two groups. One group will act out the verses while the other group plays Orff instruments using a steady bordun on G and E to accompany the song. Xylophones, Metallophones, Glockenspiels, tone bells, boom whackers are all acceptable.

Extra corresponding weather activities: Pg 108 in Music Moments by Kerri Lynn Nichols